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ABSTRACT

General personal, occupational, and school experience data were gathered from students who enrolled in the Orange Coast Junior College District in the fall 1968, but failed to return in the spring. These data became part of the storage and retrieval system of Project Follow-Through, a joint study sponsored by the Junior College District and the California State Department of Education. As of yet, no specific conclusions have been drawn or reported, although problems encountered in the study are discussed and the procedure for conducting it are documented. The information in this report, plus two previous reports--Ed 027 007 and ED 035 410--will form the basis for a series of forthcoming reports in which general conclusions are published. (JC)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ED038969

THEY DIDN'T COME BACK

PROJECT FOLLOW-THROUGH

May, 1969

JC 700 126

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 18 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Introduction

This study reports the returns of follow-up activities exercised by Orange Coast Junior College District. The follow-up procedure used is part of Project Follow-Through, a project sponsored in part by the California State Department of Education. The primary purpose of Project Follow-Through consists of developing a systematic means of gathering and storing information about students pursuing studies at either Golden West or Orange Coast College, the two colleges within the Orange Coast Junior College District.

The data presented here illustrate the type of information gathered from former students as part of an on-going follow-up system implemented as part of Project Follow-Through. Inasmuch as this report is meant to illustrate the kind of information available in the Project Follow-Through files and to suggest, perhaps, more specific analytical projects to the reader, little attempt will be made here to develop formalized conclusions.

Population

The population of students, from whom data are gathered for purposes of Project Follow-Through, consists of day school students, full or part time, who enrolled for the first time in the Orange Coast Junior College District in the Fall Semester, 1968, or anytime thereafter.

In the Fall Semester, 1968, 5,832 students registered for the first time. Of these, 1,631 did not return the following semester. To each of these non-returnees, a follow-up questionnaire was mailed. Of those to whom follow-up questionnaires were mailed, 344 or 21 percent returned them. A 20 percent sample was taken of those who did not return the questionnaire. These individuals, 330 in number, were telephoned and were

asked selected questions from the mail questionnaire. Completed were 280 of the 330 telephone contacts.

Procedures

To each student in the population who registered for the Fall Semester, 1968, and who did not return for the following Spring Semester, the questionnaire appearing as Figure I was mailed. The questionnaire was accompanied by the covering letter shown as Figure II. The questionnaire was prepared in such a manner that an address label showing the student's last address on file and his identifying number was affixed to the questionnaire itself. The label was visible through a window in the envelope used for mailing purposes. In this way, it was not necessary to ask the respondent to identify himself either by name or number on the questionnaire since this information was already on it.

The questionnaires with their covering letters were mailed out in the last week of February, 1969. As the returned questionnaires were received, the name of the student returning it was checked off a master list of those to whom questionnaires were mailed. By the end of March, the number of returned questionnaires stood at 344. The responses to these questionnaires form the basis of the data reported in this document. Since the end of March, 22 additional follow-up questionnaires have been returned.

The first eight items on the follow-up questionnaire were forced-choice type questions involving no use of judgment in terms of evaluating responses. The remaining five items, 9 through 13, asked for open-ended answers from the respondents. In the case of Items 9 through 11, the responses were read and categorized into 1 of 10 basic areas. These are listed on the following page.

Social (including marriage)
Occupational, professional, or economic
Educational
Cultural
General interest, or value
Personal growth, responsibility
Counseling, guidance
Draft avoidance or failure to avoid draft
No help or change
Other

Items 12 and 13 were scored in a like manner using the following categories:

Specific class, subject, or assignment
Homework, study
Counseling
Individual teacher
Activities and physical education
Dropping out of college
Independence, adult responsibility
Social experiences
None or no experience
Other

The categories used to classify the responses to Items 9 through 13 were determined by first reading through all of the responses to these questionnaire items making note of those that occured frequently and of those that seem to have merit intuitively. These noted categories were then refined into those listed above. Following this, the responses were read again and scored according to the category best describing the nature of the particular response.

During the month of April, the master mailing list was used to make telephone contact with those students who did not return the mailed follow-up questionnaire. Students appeared on the master mailing list in order by student identification number, an arbitrary number assigned to each student when he first applies for admission to one of the colleges in the District. Those students who had returned the mail questionnaire were checked off this list. Every fifth student not returning the

questionnaire was telephoned and asked the questions shown on the Telephone Questionnaire Form appearing in Figure III. Respondents were called during the day (8:00 a.m. to 5:00 p.m.). Calls not completed during these hours were placed again during the evening and/or at times indicated by a household member at which the respondent would be available to answer questions.

Response frequencies to two of the items on the telephone questionnaire were compared with their counterpart items on the mail questionnaire to determine if the differences in responses were statistically significant. The two questionnaire items so tested were Item 8 of the mail questionnaire with Item 5 of the telephone questionnaire and Item 1 of the mail questionnaire with Item 2 of the telephone questionnaire. The test for statistical significance used was the $\bar{z}$ test for a difference between uncorrelated proportions.[1]

In comparing Item 8 of the mail questionnaire with Item 5 of the telephone questionnaire, the proportions compared consisted of those total responses indicating "Of great value," "Of moderate value," and "Of limited value" in Item 8 of the mail questionnaire with the response "Yes" to Item 5 of the telephone questionnaire.

As a matter of interest, we add here that some time after our follow-up questionnaire had been mailed and after we had begun telephoning non-respondents, we were asked by the California State Department of Education, Division of Adult and Vocational Education, to evaluate a follow-up questionnaire similar to ours. This questionnaire, appearing

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[1]Guilford, J. P., Fundamental Statistics in Psychology and Education, (New York: McGraw-Hill Book Company, Inc.) 1956, pp. 221-222.

as Figure IV, was mailed to 25 percent of those who did not return the Project Follow-Through follow-up questionnaire: 384. The questionnaire was accompanied by the letter appearing in Figure V. These documents were mailed on May 9. As of this writing, May 15, 37 (10 percent) have been returned, a rate of return somewhat higher than one might expect of a second mailing.

Results

The results of the mail and telephone questionnaires in terms of response frequencies and percentages appear in Figures VI and VII. The percentage figures represent, with few exceptions, the percentage of students answering the question by selecting that particular choice of response. Item 2 of the mail questionnaire (Figure VI) is an exception. Here, the percentage figures are based on the number of students indicating a two-year college, a four-year college, or not enrolled in college. Similarly, the percentage responses of Item 6 of the mail questionnaire are based on the number of respondents who indicated enrollment in an occupational or vocational program: 66. Sixty-six percent of the 174 students answering the question indicated that they were not enrolled in such a program. The same technique was used in calculating the percentage responses for Item 7. The 112 students indicating enrollment in a transfer program formed the basis for the percentage calculations for the first 9 responses to the question. Sixty-seven percent of those who answered the question indicated that they were not enrolled in a transfer program.

The test for statistical significance between responses to identical questions on the mail questionnaire and the telephone questionnaire showed a $\bar{z}$ score of 3.2 for the difference between Item 1 of the mail questionnaire

and Item 2 of the telephone questionnaire. This $\bar{z}$ score indicates about 14 chances of 1,000 that the differences in responses to the question "Did you complete your junior college program?" arose from chance alone. In other words, there is good reason to suppose that the way respondents answered the question depends considerably on whether they answered it by mail or by telephone. Similarly, the difference in response frequency to the question "Was your junior college experience helpful in any way?" with its counterpart on the mail questionnaire yielded a $\bar{z}$ score of 17.3, clearly a significant difference.

Commentary

This report will make no effort to develop conclusions based upon the statistics shown in Figures VI and VII. There are good reasons for this and these will be discussed presently. How tempting it is, however, to wade into the statistics and pull out such juicy plums as:

"Ninety-five percent of junior college students do not complete their programs." (Mail questionnaire, Item 1)

"Forty-four percent of those leaving college intend to return the following semester." (Mail questionnaire, Item 3)

"Only 14 percent of students leaving junior college work in occupations related to their field of training." (Mail questionnaire, Item 5)

"Seventy-four percent of occupational students leaving junior college report that their training did not help them to get a job." (Mail questionnaire, Item 6)

"Thirty-five percent of transfer students leaving junior college do not transfer to a four-year college." (Mail questionnaire, Item 7)

"Seventy percent of those leaving junior college report that they found their junior college experience to be of either great or moderate value." (Mail questionnaire, Item 8)

Conclusions such as these really cannot be drawn about junior college students who leave college from the statistics presented here. First, and probably most important, the population of students that yielded these statistics is hardly representative of all junior college students who leave college. Since none of them has been a student at the Orange Coast Junior College District for longer than one semester and most probably have been with us an even shorter period of time, we might well expect them to enjoy little advantage from their junior college education in terms of employment opportunities. Similarly, we would certainly expect few of them, if any, to have completed their junior college programs.

Second, the students returning our questionnaire do not represent a random sample of those who left college after the Fall Semester. Indeed, our analysis of the differences in response frequencies of two questionnaire items suggests that those who answer the mail questionnaire respond to its questions differently than those who do not return the mail questionnaire. Even this pseudo conclusion is not without its limitations. Even though the sample to which telephone calls was made is as unbiased as a random sample, presenting questions to respondents verbally offers an infinite variety of variation in the way respondents react to the questions posed. Variations in voice inflection, wording, and sequence inevitably arise and would, of course, have an inevitable effect upon the way the questionnaire is answered.

Nevertheless, we may find some of the statistics comforting, if not conclusive. Ninety percent of those leaving college after the Fall Semester and who returned the mail questionnaire intend to return to college. A similar percentage reported the same thing over the telephone. Apparently our drop-outs (if they can be called that) still think going to college is a good idea. This is supported in part by fact that most respondents indicated that their junior college experience was of value to them, even though we might suspect that their tenure with us was too short for much value to accrue.

On the other hand, when asked to specify how junior college has helped them in what they are now doing, a substantial portion (42 percent) of our respondents answering the question indicated no help or change, a response we might expect from those who were with us only a short period of time. The category "No help or change" does not include those who did not answer the question. The number of students responding in this manner made positive indication that this was the case.

As for the question,"What one junior college experience did you find most useful and beneficial?", a large proportion (40 percent) of the respondents indicated a specific class assignment or subject. A fairly large proportion (25 percent) also indicated that a specific class, assignment, or subject was the least beneficial experience. If this means anything, it must mean that academic work has some impact on students.

It is worth reiterating at this point that these casual observations should not be viewed as "Research Findings." The percentages reported in Figure VI and VII are based on the number of respondents answering the question, not on the number returning the questionnaire. Thus, 40 percent of those answering Item 12 of the mail questionnaire thought a

specific class, assignment, or subject to be the most beneficial junior college experience they enjoyed. However, the 43 respondents indicated this to be the case amount to less than 13 percent of the 344 who returned the questionnaire. Most (69 percent) simply did not answer the question. Who knows what that means?

The Future

In time, our ability to arrive at meaningful conclusions from the sort of data gathered through follow-up procedures similar to those described here will improve markedly. Inasmuch as the population for Project Follow-Through consists of all students who register as day students after Fall, 1968, within a year or two, we will enjoy a population of non-returnees characterized by longer-term junior college experiences. At that time, we will be able to derive meaningful conclusions, we think, from data gathered from students after they leave college. Combined with data we gather from them while they are with us, this information should provide us better insight into the effect that our junior colleges have upon our students.

ORANGE COAST JUNIOR COLLEGE DISTRICT
PROJECT FOLLOW-THROUGH
FOLLOW-UP QUESTIONNAIRE

NOTE: If you are attending Golden West or Orange Coast College during the current semester, answer only this question and return the remainder of the questionnaire blank.

Are you now attending Golden West or Orange Coast College:

☐ Day School (Full or Part Time) ☐ Evening School

☐ Not Attending Golden West or Orange Coast College

ADDRESS LABEL

IF YOUR ADDRESS HAS CHANGED, PLEASE SHOW YOUR CORRECT ONE BELOW.

Number and Street

City State Zip

1. Did you complete your junior college program while at Golden West or Orange Coast College? ☐ Yes ☐ No

2. If you are now enrolled in college, in what type of program are you engaged? (Check more than one)

☐ Two-year community or junior college
☐ Four-year college
☐ Vocational or occupational program
☐ Program leading to an AA degree or junior college certificate of achievement
☐ Program leading to a bachelor's degree or higher degree
☐ Taking courses specifically to help me in my present job
☐ Taking courses required for my degree or certificate program
☐ Taking courses for general interest and self-improvement
☐ Taking college courses and working part time (less than 30 hours per week)
☐ I am not enrolled in college courses at this time

3. If you are not enrolled in college, do you intend to enroll:

☐ Next semester
☐ Within one year
☐ Within two years
☐ After two years
☐ After I finish service in the armed forces
☐ Never

4. Are you presently seeking full- or part-time work? ☐ Yes ☐ No

5. If you are working full time (or in the armed services) 30 or more hours per week, are you working:

☐ In an occupation for which you received training in junior college
☐ In an occupation related to the training you received in junior college
☐ In an occupation unrelated to my junior college training
☐ I am not working full time

Figure I

Orange Coast Junior College District
2701 FAIRVIEW ROAD · COSTA MESA · CALIFORNIA 92626

NORMAN E. WATSON - SUPERINTENDENT

Dear Student:

Our records show that you did not return to Golden West or Orange Coast College this semester. If you did return and are now attending, please answer the question at the top of the enclosed questionnaire and return it using the enclosed envelope.

If you are not now attending Orange Coast or Golden West College, may we ask you to complete the entire questionnaire and return it? The information is confidential and will not be associated with your name in any way.

Thanks for your help.

Best regards,

Richard W. Brightman
Administrative Assistant

RWB/blb

Enclosures

Figure II

PROJECT FOLLOW-THROUGH - TELEPHONE QUESTIONNAIRE

Name _____ Time To Call Again _____ _____
Day Time

I.D. No. _____

Telephone _____

NO LONGER AT THIS ADDRESS ☐

New Address and Telephone: _____ _____

1. Are you now attending Orange Coast (Golden West)?

☐ Yes If yes, ☐ Day School (full or part time)
☐ No ☐ Evening School

IF YES, STOP

2. Did you complete your junior college program?

☐ Yes ☐ No

3. Are you now (more than 1)

☐ Enrolled in college ☐ Working full time ☐ Working part time

4. Do you intend to return to college? When?

☐ Next semester ☐ Within one year ☐ Within two years ☐ After two years
☐ After I finish service in armed forces ☐ Never

5. Was your junior college experience helpful in any way?

☐ Yes ☐ No

Figure III

CALIFORNIA STATE DEPARTMENT OF EDUCATION
DIVISION OF ADULT AND VOCATIONAL EDUCATION

5/5/69

This is a vocational training follow-up questionnaire to evaluate the effectiveness of your training even though you may not have completed your training. Your answers will be held in the strictest confidence.

IF YOUR ADDRESS HAS CHANGED, PLEASE SHOW YOUR CORRECT ONE BELOW.

_____
Number and Street

_____
Social Security Number City State Zip

1. If you have had occupational training in any of the following subject areas, check the <u>one</u> area in which you have the most training.

- ☐ Agriculture
- ☐ Art
- ☐ Business
- ☐ Distribution and Marketing
- ☐ Health Occupations
- ☐ Home Economics/Homemaking
- ☐ Industrial Arts
- ☐ Office Occupations
- ☐ Technical Education
- ☐ Trade and Industrial Occupations
- ☐ Other (Specify) _____

2. Have you completed an occupational program in one of the above areas?

☐ Yes ☐ No

3. Why did you enroll in occupational training?

- ☐ To get a job.
- ☐ To advance in a job.
- ☐ To train for a different job.
- ☐ For general interest.
- ☐ Other reason. (Specify) _____

4. Check if you have had either apprenticeship and/or work-experience training.

☐ Apprenticeship ☐ Work-experience

5. Are you employed?

- ☐ Yes
- ☐ No (If you are <u>not</u> employed, skip to question nine (9).)

6. Check <u>one</u> box which best describes your employment.

- ☐ Employed in an occupation <u>for which I was trained</u>.
- ☐ Employed in an occupation <u>related</u> to my training.
- ☐ Employed in an <u>unrelated</u> occupation.

7. How many hours are you employed per week?

- ☐ 35 or more hours per week.
- ☐ Less than 35 hours per week.

8. Are you continuing in school?

☐ Yes ☐ No

PLEASE COMPLETE REVERSE SIDE

Figure IV

COMPLETE ONLY IF NOT EMPLOYED

9. What was your salary <u>after</u> training?

   $_____ (Monthly rate)

10. What is your <u>current</u> salary?

    $_____ (Monthly rate)

11. Are you on active duty in the armed services?

    ☐ Yes ☐ No

12. Are you seeking employment?

    ☐ Yes ☐ No

13. Are you continuing in school?

    ☐ Yes ☐ No

14. Is there another reason why you are not employed in the civilian labor force?

    ☐ Yes (Specify) _____

    ☐ No

Orange Coast Junior College District
2701 FAIRVIEW ROAD · COSTA MESA · CALIFORNIA 92626

NORMAN E. WATSON - SUPERINTENDENT

Dear Student:

The California State Department of Education, Division of Vocational and Adult Education has asked the Orange Coast Junior College District to help them distribute and collect the enclosed follow-up questionnaire.

May we ask you to complete the questionniare and return it using the enclosed postage-paid envelope? Many thanks for your cooperation.

Sincerely,

Richard W. Brightman

Richard W. Brightman
Administrative Assistant

RWB/blb
Enclosure

Figure V

PROJECT FOLLOW-THROUGH
FOLLOW-UP QUESTIONNAIRE
5/01/69

	Frequency	Percent
NUMBER OF STUDENTS ATTENDING ORANGE COAST OR GOLDEN WEST		
DAY COLLEGE	37	11
EVENING COLLEGE	39	11
1. DID YOU COMPLETE YOUR JUNIOR COLLEGE PROGRAM WHILE AT GOLDEN WEST OR ORANGE COAST COLLEGE?		
YES	13	5
NO	234	95
	247	
2. IF YOU ARE NOW ENROLLED IN COLLEGE, IN WHAT TYPE OF PROGRAM ARE YOU ENGAGED?		
TWO-YEAR COMMUNITY OR JUNIOR COLLEGE	21	6 (of 333)
FOUR-YEAR COLLEGE	34	10 (of 333)
VOCATIONAL OR OCCUPATIONAL PROGRAM	4	
PROGRAM LEADING TO AN AA DEGREE OR JUNIOR COLLEGE CERTIFICATE OF ACHIEVEMENT	1	
PROGRAM LEADING TO A BACHELOR'S DEGREE OR HIGHER DEGREE	3	
TAKING COURSES SPECIFICALLY TO HELP ME IN MY PRESENT JOB	1	
TAKING COURSES REQUIRED FOR MY DEGREE OR CERTIFICATE PROGRAM	1	
TAKING COURSES FOR GENERAL INTEREST AND SELF-IMPROVEMENT	1	
TAKING COURSES AND WORKING PART TIME (LESS THAN 30 HOURS PER WEEK)	0	
I AM NOT ENROLLED IN COLLEGE COURSES AT THIS TIME	278	84 (of 333)
	344	
3. IF YOU ARE NOT ENROLLED IN COLLEGE, DO YOU INTEND TO ENROLL?		
NEXT SEMESTER	82	44
AFTER TWO YEARS	16	8
WITHIN ONE YEAR	30	16
AFTER IF FINISH SERVICE IN THE ARMED FORCES	27	14
WITHIN TWO YEARS	16	8
NEVER	18	10
	189	

Figure VI (Page 1)

	Frequency	Percent
4. ARE YOU PRESENTLY SEEKING FULL- OR PART-TIME WORK?		
YES	91	42
NO	140	58
	231	
5. IF YOU ARE WORKING FULL TIME (OR IN THE ARMED SERVICES) 30 OR MORE HOURS PER WEEK, ARE YOU WORKING		
IN AN OCCUPATION FOR WHICH YOU RECEIVED TRAINING IN JUNIOR COLLEGE?	11	6
IN AN OCCUPATION RELATED TO THE TRAINING YOU RECEIVED IN JUNIOR COLLEGE?	15	8
IN AN OCCUPATION UNRELATED TO MY JUNIOR COLLEGE TRAINING	102	54
I AM NOT WORKING FULL TIME	61	32
	189	
6. IF YOU WERE ENROLLED IN AN OCCUPATIONAL OR VOCATIONAL PROGRAM WHILE IN JUNIOR COLLEGE, DID THE OCCUPATIONAL TRAINING YOU RECEIVE:		
HELP YOU GET A NEW JOB?	8	12 (of 66)
HELP YOU GET A PROMOTION OR A BETTER JOB?	7	12 (of 66)
MY TRAINING DID NOT HELP ME GET A JOB OR A PROMOTION	46	74 (of 62)
I WAS NOT ENROLLED IN AN OCCUPATIONAL PROGRAM	112	66 (of 174)
I WAS ENROLLED IN AN OCCUPATIONAL PROGRAM AND AM NOW ATTENDING A FOUR-YEAR COLLEGE	1	2 (of 66)
	174	
7. IF YOU WERE ENROLLED IN A TRANSFER PROGRAM WHILE IN JUNIOR COLLEGE, DID YOU		
TRANSFER AS A FRESHMAN TO A FOUR-YEAR COLLEGE?	9	8 (of 112)
TRANSFER AS A SOPHMORE TO A FOUR-YEAR COLLEGE?	8	7 (of 112)
TRANSFER AS A JUNIOR TO A FOUR-YEAR COLLEGE?	10	9 (of 112)
TRANSFER AS A SENIOR TO A FOUR-YEAR COLLEGE?	1	1 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF GREAT VALUE?	9	8 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF MODERATE VALUE?	17	15 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF MINIMUM VALUE?	9	8 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF NO VALUE	10	9 (of 112)
I WAS ENROLLED IN A TRANSFER PROGRAM BUT I HAVE NOT ENTERED A FOUR-YEAR COLLEGE	39	35 (of 112)
I WAS NOT ENROLLED IN A TRANSFER PROGRAM	232	67 (of 344)
	344	

Figure VI (Page 2)

	Frequency	Percent
8. IN GENERAL, HOW WOULD YOU RATE YOUR JUNIOR COLLEGE EXPERIENCE?		
OF GREAT VALUE	68	33
OF MODERATE VALUE	77	37
OF LIMITED VALUE	38	18
OF NO VALUE	23	12
	206	
9. WHAT IS THE MOST IMPORTANT CHANGE IN YOUR LIFE THAT HAS BEEN BROUGHT ABOUT AS A RESULT OF YOUR JUNIOR COLLEGE EXPERIENCE?		
SOCIAL (INCLUDING MARRIAGE)	7	5
OCCUPATIONAL, PROFESSIONAL OR ECONOMIC	17	13
EDUCATIONAL	33	25
CULTURAL	9	7
GENERAL INTEREST, VALUE	1	
PERSONAL GROWTH, RESPONSIBILITY	19	14
COUNSELING, GUIDANCE	0	
DRAFT AVOIDANCE OR FAILURE TO AVOID DRAFT	6	5
NO HELP OR CHANGE	35	27
OTHER	4	4
	131	
10. IN WHAT WAYS HAS YOUR JUNIOR COLLEGE EXPERIENCE ASSISTED YOU IN WHAT YOU ARE NOW DOING?		
SOCIAL (INCLUDING MARRIAGE)	10	8
OCCUPATIONAL, PROFESSIONAL OR ECONOMIC	13	10
EDUCATIONAL	31	24
CULTURAL	4	
GENERAL INTEREST, VALUE	3	
PERSONAL GROWTH, RESPONSIBILITY	9	7
COUNSELING, GUIDANCE	0	
DRAFT AVOIDANCE OR FAILURE TO AVOID DRAFT	2	
NO HELP OR CHANGE	55	42
OTHER	5	
	132	

	Frequency	Percent
11. IN WHAT WAYS DO YOU BELIEVE JUNIOR COLLEGE SHOULD HAVE ASSISTED YOU BUT DID NOT?		
SOCIAL (INCLUDING MARRIAGE)	3	3
OCCUPATIONAL, PROFESSIONAL OR ECONOMIC	9	9
EDUCATIONAL	19	20
CULTURAL	0	
GENERAL INTEREST, VALUE	0	
PERSONAL GROWTH, RESPONSIBILITY	5	5
COUNSELING, GUIDANCE	12	13
DRAFT AVOIDANCE OR FAILURE TO AVOID DRAFT	2	2
NO HELP OR CHANGE	34	36
OTHER	11	12
	95	
12. WHAT ONE JUNIOR COLLEGE EXPERIENCE DID YOU FIND MOST USEFUL AND BENEFICIAL?		
SPECIFIC CLASS, SUBJECT, OR ASSIGNMENT	43	40
HOMEWORK, STUDY	3	2
COUNSELING	6	6
INDIVIDUAL TEACHER	7	7
ACTIVITIES AND P.E.	2	2
DROPPING OUT OF COLLEGE	0	
INDEPENDENCE, ADULT RESPONSIBILITY	7	7
SOCIAL EXPERIENCES	9	8
NONE OR NO EXPERIENCE	18	17
OTHER	12	11
	107	
13. WHAT ONE JUNIOR COLLEGE EXPERIENCE DID YOU FIND LEAST USEFUL AND BENEFICIAL?		
SPECIFIC CLASS, SUBJECT, OR ASSIGNMENT	25	25
HOMEWORK, STUDY	0	
COUNSELING	2	2
INDIVIDUAL TEACHER	2	2
ACTIVITIES AND P.E.	14	14
DROPPING OUT OF COLLEGE	3	3
INDEPENDENCE, ADULT RESPONSIBILITY	0	
SOCIAL EXPERIENCES	0	
NONE OR NO EXPERIENCE	25	25
OTHER	29	29
	100	

PROJECT FOLLOW-THROUGH

TELEPHONE QUESTIONNAIRE REPORT

	Frequency	Percent
1. ARE YOU NOW ATTENDING ORANGE COAST OR GOLDEN WEST?		
NO	193	91
YES, DAY SCHOOL	11	5
YES, EVENING COLLEGE	9	4
	213	
2. DID YOU COMPLETE YOUR JUNIOR COLLEGE PROGRAM?		
YES	16	14
NO	159	86
	175	
3. ARE YOU NOW (ANSWER MORE THAN 1)		
ENROLLED IN COLLEGE	32	21
WORKING FULL TIME	102	68
WORKING PART TIME	15	11
	149	
4. DO YOU INTEND TO RETURN TO COLLEGE? WHEN?		
NEXT SEMESTER	53	40
WITHIN ONE YEAR	22	16
WITHIN TWO YEARS	6	5
AFTER TWO YEARS	19	14
AFTER SERVICE IN THE ARMED FORCES	18	13
NEVER	16	12
	134	
5. WAS YOUR JUNIOR COLLEGE EXPERIENCE HELPFUL IN ANY WAY?		
YES	86	63
NO	50	37
	136	

Figure VII